

ALASKA NATIVE EDUCATION PROGRAM

APPLICANT WEBINAR

Application Closing Date:
April 12, 2021
at 11:59:59 pm Eastern Time



TODAY'S AGENDA

- Overview
- Program Purpose, Legislative Authority & fiscal year (FY) 2021 Funding
- Competition Timeline
- Mandatory and Permissible Activities
- Eligibility and Application Requirements
- Definitions
- Selection Criteria
- Application Process in Grants.gov

OVERVIEW

- Welcome
- Introductions

PROGRAM PURPOSE

The purpose of the Alaska Native Education (ANE) program is to support innovative projects that recognize and address the unique educational needs of Alaska Natives. The program recognizes the role of Alaska Native languages and cultures in the educational success and long-term well being of Alaska Native students.

These projects support effective supplemental education programs that maximize participation of Alaska Native educators and leaders in the planning, development, implementation, management, and evaluation of programs designed to serve Alaska Natives.

LEGISLATIVE AUTHORITY

Program Authority: Title VI, part C of the ESEA (20 USC 7541-46)

Applicable Regulations:

- a) The Education Department General Administrative Regulations (EDGAR) in 34 CFR parts 75, 77, 81, 82, 84, 86, 97, 98, and 99.
- b) The OMB Guidelines in 2 CFR part 180 as adopted and amended as regulations of the Department in 2 CFR part 3485.
- c) The Uniform Administrative Requirements, Cost Principles, and Audit Requirements in 2 CFR part 200, as adopted and amended in 2 CFR part 3474.
- d) The [Notice of Final Definitions and Requirements](#) published in the Federal Register on June 4, 2019.
- e) The [Notice Inviting Applications](#) published in the Federal Register on January 12, 2021.

FUNDING



Estimated Range of Awards: \$300,000 to \$1,500,000 for each 12-month budget period



Estimated Average Size of Awards: \$500,000 for each 12-month budget period



Estimated Number of Awards: 18

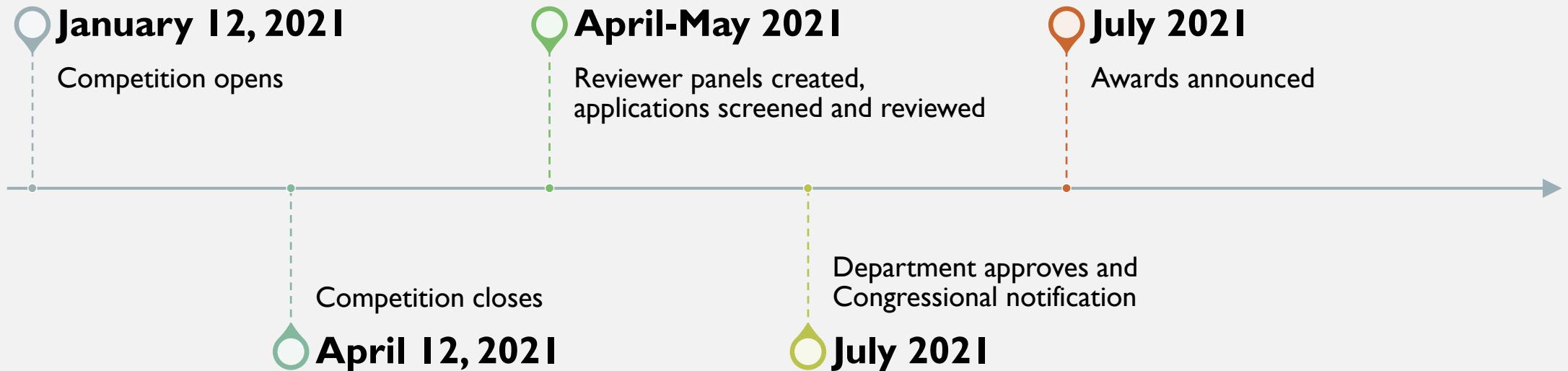


Project Period: Up to 36 months



Cost Sharing or Matching: This program does not require cost sharing or matching.

COMPETITION TIMELINE



MANDATORY AND PERMISSIBLE ACTIVITIES

FY21 ABSOLUTE PRIORITY

Eligible applicants must design a project that:

- 1) Develops and implements **plans, methods, strategies,** and **activities** to improve the educational outcomes of Alaska Natives; and
- 2) **Collects data** to assist in the evaluation of the programs carried out under the ANE program.

MANDATORY ACTIVITIES

According to Section 6304 (2) of the ESEA, projects funded under this program must include **both**:

- 1) The development and implementation of plans, methods, strategies, and activities to improve the educational outcomes of Alaska Natives.
- 2) The collection of data to assist in the evaluation of the programs carried out under this part.

Remember: All applicants must address **both** mandatory activities.

In addition, one or more permissible activities may be included in the application. These are described in forthcoming slides.

COMPETITIVE PREFERENCE PRIORITY

Building Capacity for Remote Learning (Up to 10 Points)

Under 34 CFR 75.105(c)(2)(i), up to an additional 10 points can be awarded to an application, depending on how well the application meets the competitive preference priority. **If an applicant chooses to address this competitive preference priority, the applicant must identify in the project narrative section of its application its response to the competitive preference priority.**

COMPETITIVE PREFERENCE PRIORITY

Building Capacity for Remote Learning (Up to 10 Points)

Under this priority, an applicant must propose a project that is designed to address **both** of the following priority areas:

- a) Providing access to any of the following, in particular to serve learners without access to such technologies: **Reliable, high-speed internet, learning devices, or software applications** that meet all students' and educators' remote learning needs while inside the school building and in remote learning environments.
- b) Providing **high-quality remote learning** specifically for Native American (as defined in this notice) students.

ADMINISTRATIVE COST LIMITATION

- **No more than five percent of funds** awarded for a grant under this program may be used for direct administrative costs (ESEA section 6305 and Consolidated Appropriations Act, 2021).
- This five percent limit does **not** include indirect costs.
- For more information on direct vs. indirect costs, please visit the [Office of the Chief Financial Officer's Indirect Cost Overview](#).

PERMISSIBLE ACTIVITIES

- A. The development of curricula and** programs that address the educational needs of Alaska Native students, including the following:
- i. Curriculum materials** that are culturally informed and reflect the cultural diversity, languages, history, or the contributions of Alaska Native people, including curricula intended to preserve and promote Alaska Native culture.
 - ii. Instructional programs** that make use of Alaska Native languages and cultures.
 - iii. Networks** that develop, test, and disseminate best practices and introduce successful programs, materials and techniques to meet the educational needs of Alaska Native students in rural and urban schools.

PERMISSIBLE ACTIVITIES

B. Training and professional development activities for educators, including the following:

- i. Pre-service and in-service training and professional development programs** to prepare teachers to develop appreciation for, and understanding of, Alaska Native history, cultures, values, and ways of knowing and learning in order to effectively address the cultural diversity and unique needs of Alaska Native students and improve the teaching methods of educators.
- ii. Recruitment and preparation** of Alaska Native teachers.
- iii. Programs that will lead to the certification and licensing** of Alaska Native teachers, principals, other school leaders, and superintendents.

PERMISSIBLE ACTIVITIES

- C. Early childhood and parenting education activities** designed to improve the school readiness of Alaska Native children, including —
- i. the development and operation of **home visiting programs for Alaska Native preschool children**, to ensure the active involvement of parents in their children's education [...];
 - ii. **training, education, and support**, including in-home visitation, **for parents and caregivers of Alaska Native children** to improve parenting and caregiving skills [...]
 - iii. **family literacy services**;
 - iv. **activities carried out under the Head Start Act** (42 U.S.C. 9831 et seq.); S. 1177—269
 - v. **programs for parents and their infants**, from [..] prenatal period [...]through age 3;
 - vi. **early childhood education** programs; and
 - vii. **Native language immersion** within early childhood education programs, Head Start, or preschool programs.

PERMISSIBLE ACTIVITIES

- D. The development and operation of student enrichment programs,** including programs in science, technology, engineering, and mathematics that—
 - i. are designed to prepare Alaska Native students** to excel in such subjects;
 - ii. provide appropriate support services** to enable such students to benefit from the programs; and
 - iii. include activities that recognize and support the unique cultural and educational needs** of Alaska Native children and **incorporate appropriately qualified Alaska Native elders** and other tradition bearers.

PERMISSIBLE ACTIVITIES

- E. Research and data collection activities** to determine the educational status and needs of Alaska Native children and adults and other such research and evaluation activities related to programs funded under this part.

PERMISSIBLE ACTIVITIES

- F. Activities** designed to enable Alaska Native students served under this part to meet the challenging State **academic standards** or increase the **graduation rates** of Alaska Native students, such as—
- i. remedial and enrichment programs;**
 - ii. culturally based education programs, such as—**
 - I.** programs of study and other instruction in Alaska Native history and ways of living to share the rich and diverse cultures of Alaska Natives among Alaska Native youth and elders, non-Native students and teachers, and the larger community;
 - II.** instructing Alaska Native youth in leadership, communication, and Alaska Native culture, arts, history, and languages;
 - III.** intergenerational learning and internship opportunities to Alaska Native youth and young adults;

PERMISSIBLE ACTIVITIES

- ii. **[continued] culturally based education programs**, such as—
 - IV. providing cultural immersion activities aimed at Alaska Native cultural preservation;
 - V. native language instruction and immersion activities, including native language immersion nests or schools;
 - VI. school-within-a-school model programs; and
 - VII. preparation for postsecondary education and career planning; and
- iii. comprehensive **school** or **community-based support services**, including services that—
 - I. address family instability and trauma; and
 - II. improve conditions for learning at home, in the community, and at school.

PERMISSIBLE ACTIVITIES

- G. Student and teacher exchange programs, cross-cultural immersion programs, and culture camps** designed to build mutual respect and understanding among participants.

PERMISSIBLE ACTIVITIES

- H. Education programs for at-risk urban Alaska Native students** that are designed to improve academic proficiency and graduation rates, use strategies otherwise permissible under this part, and incorporate a strong **data collection** and **continuous evaluation component**.

PERMISSIBLE ACTIVITIES

- I. **Strategies designed** to increase the **involvement of parents** in their children's education.
- J. **Programs and strategies** that **increase connections** between and among **schools, families, and communities**, including positive youth-adult relationships, to—
 - i. promote the academic progress and positive development of Alaska Native children and youth; and
 - ii. improve conditions for learning at home, in the community, and at school.

PERMISSIBLE ACTIVITIES

- K. Career preparation activities** to enable Alaska Native children and adults to prepare for meaningful employment, including programs providing tech-prep, mentoring, training, and apprenticeship activities.

PERMISSIBLE ACTIVITIES

- L. Support** for the **development** and **operational activities** of **regional vocational schools** in **rural areas** of Alaska to provide students with necessary resources to prepare for skilled employment opportunities.
- M. Regional leadership academies** that demonstrate effectiveness in building respect and understanding and fostering a sense of Alaska Native identity in Alaska Native students to promote their pursuit of and success in completing higher education or career training.
- N. Other activities**, consistent with the purposes of this part, to meet the educational needs of Alaska Native children and adults.

ELIGIBILITY AND APPLICATION REQUIREMENTS

WHO MAY APPLY?

- A. Alaska Native organizations with experience** operating programs that fulfill the purposes of the ANE program.
- B. Alaska Native organizations that do not** have experience operating programs that fulfill the purposes of the ANE program but **are in partnership** with—
 - i. A State educational agency (SEA) or local educational agency (LEA); or
 - ii. An Alaska Native organization that operates a program that fulfills the purposes of the ANE program;

ELIGIBILITY

- C. **An entity located in Alaska, and predominately governed by Alaska Natives**, that does not meet the definition of an Alaska Native Organization but—
 - i. **Has experience** operating programs that fulfill the purposes of the ANE program; and
 - ii. **Is granted an official charter or sanction** from at least one Alaska Native organization to carry out programs that meet the purposes of the ANE program.

IMPORTANT NOTE

The “official charter or sanction” must meet the definition in the NIA:

Official charter or sanction means a signed letter or written agreement from an Alaska Native Tribe or ANO that is **dated within 120 days** prior to the date of the submission of the application and expressly **(1) authorizes the applicant to conduct activities** authorized under the ANE program and **(2) describes the nature of those activities.**

GROUP REQUIREMENTS

- 1) **An ANO that applies in partnership** with a State educational agency (SEA) or local educational agency (LEA) must serve as **the fiscal agent** for the project.
- 2) **Group applications** must include a **partnership agreement** that includes a **Memorandum of Understanding** or a **Memorandum of Agreement (MOU/MOA)** between the members of the partnership identified and discussed in the grant application. Each MOU/MOA must:
 - i. **Be signed by all partners**, and **dated within 120 days** prior to the date of the submission of the application;
 - ii. **Clearly outline the work to be completed by each partner** in order to accomplish the goals and objectives of the project; and
 - iii. **Demonstrate an alignment between the activities, roles, and responsibilities** described in the grant application for each of the partners.

CHARTER/SANCTION ELIGIBILITY

For an entity that does not meet the eligibility requirements for an ANO and that seeks to establish eligibility through a charter or sanction provided by an Alaska Native Tribe or ANO as required under section 6304(a)(1)(C)(ii) of the ESEA, the following documentation is required:

- 1) Written **documentation** demonstrating that the entity is **physically located in the State of Alaska**.
- 2) Written **documentation** demonstrating that the entity **has experience operating programs that fulfill the purposes of the ANE program**.
- 3) Written **documentation** demonstrating that the entity **is predominately governed by Alaska Natives**, including the total number, names, and Tribal affiliations of members of the governing board.
- 4) A copy of **the official charter or sanction** provided to the entity by an Alaska Native Tribe or ANO.

DEFINITIONS

DEFINITIONS

The following definitions apply to the FY 2021 grant competition and any subsequent year in which we make awards from the list of unfunded applications from this competition.

DEFINITIONS

Alaska Native or **Native American** has the same meaning as the term **Native** in section 3 (b) of the Alaska Native Claims Settlement Act (43 U.S.C. 1602(b)) and includes the descendants of individuals so defined.

DEFINITIONS

Alaska Native organization means an organization that has or commits to acquire expertise in the education of Alaska Natives and is—

- a. **An Indian tribe**, as defined in section 4 of the Indian Self-Determination and Education Assistance Act (25 U.S.D. 450b), located in Alaska;
- b. **A tribal organization**, as defined in section 4 of such Act, (25 U.S.C. 450b), located in Alaska; or
- c. **An organization listed in clauses (i) through (xii) of section (4) (B) of the Social Security Act** (42 U.S.C. 619(4) (B) (i) through (xii)) or the successor of an entity so listed.

DEFINITIONS

Demonstrates a rationale means a **key project component** included in the project's logic model is **informed by research or evaluation findings** that suggest the project component is **likely** to improve relevant outcomes.

Experience operating programs that fulfill the purposes of the ANE program means that, within the past four years, the **entity has received** and satisfactorily **administered**, in compliance with applicable terms and conditions, **a grant under the ANE program or another Federal or non-Federal program** that focused on meeting the unique education needs of Alaska Native children and families in Alaska.

DEFINITIONS

Logic Model (also referred to as theory of action) means a framework that **identifies key project components of the proposed project** (i.e., the active ingredients that are hypothesized to be critical to achieving the relevant outcomes) and **describes the theoretical and operational relationships** among the key project components and relevant outcomes.

DEFINITIONS

Native means a citizen of the United States who is a person of one-fourth degree or more **Alaska Indian** (including Tsimshian Indians not enrolled in the Metlakatla Indian Community) **Eskimo**, or **Aleut** blood, or combination thereof. The term includes any Native as so defined either or both of whose adoptive parents are not Natives. It also includes, in the absence of proof of a minimum blood quantum, **any citizen of the United States who is regarded as an Alaska Native by the Native village or Native group of which he claims to be a member and whose father or mother is** (or, if deceased, was) **regarded as Native** by any village group. Any decision of the Secretary of the Interior regarding eligibility for enrollment shall be final.

DEFINITIONS

Official charter or sanction means a **signed letter or written agreement from an Alaska Native Tribe or ANO** that is dated within 120 days prior to the date of the submission of the application and expressly (1) authorizes the applicant to conduct activities authorized under the ANE program and (2) describes the nature of those activities.

Predominately governed by Alaska Natives means that **at least 80 percent of the entity's governing board** (i.e., board elected or appointed to direct the policies of the organization) are Alaska Natives.

DEFINITIONS

Project component means **an activity, strategy, intervention, process, product, practice, or policy** included in the project. Evidence may pertain to an individual project component or a combination of project components (e.g. training teachers on instructional practices for English learners and follow-on coaching for those teachers).

Relevant outcome means the student outcome(s) or other **outcome(s) the key project component is designed to improve**, consistent with the specific goals of the program.

DEFINITIONS

Remote learning means programming where at least part of the learning occurs away from the physical building in a manner that addresses a learner's education needs. Remote learning may include online, hybrid/blended learning, or non-technology-based learning (e.g., lab kits, project supplies, paper packets).

SELECTION CRITERIA

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A. Need for Project (Up to 10 Points)

In determining the need for the proposed project, the Secretary considers the following factors:

- 1) **The magnitude of the need** for the services to be provided or the activities to be carried out by the proposed project (up to 5 points).
- 2) **The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed** by the proposed project, including the nature and magnitude of those gaps or weaknesses (up to 5 points).

SELECTION CRITERIA

B. Quality of the Project Design (Up to 20 Points)

In determining the quality of the design of the proposed project, the Secretary considers the following factors:

- 1) The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs (up to 10 points).**
- 2) The extent to which the proposed project demonstrates a rationale (as defined in this notice) (up to 10 points).**

SELECTION CRITERIA

C. Quality of Project Services (Up to 30 Points)

In determining the quality of the services to be provided by the proposed project, the Secretary considers:

- 1) The quality and sufficiency of **strategies for ensuring equal access and treatment** for eligible project participants who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability (up to 15 points).
- 2) In addition, the Secretary **considers the extent to which the services to be provided by the proposed project reflect up-to-date knowledge** from research and effective practice (up to 15 points).

SELECTION CRITERIA

D. Quality of Project Personnel (Up to 10 Points)

In determining the quality of project personnel, the Secretary considers:

- 1) The extent to which **the applicant encourages applications** for employment from **persons who are members of groups that have traditionally been underrepresented** based on race, color, national origin, gender, age, or disability (up to 5 points).
- 2) In addition, the Secretary considers the **qualifications**, including relevant training and experience, of **key project personnel** (up to 5 points).

SELECTION CRITERIA

E. Quality of the Management Plan (Up to 20 Points)

In determining the quality of the management plan for the proposed project, the Secretary considers the following factors:

- 1) The adequacy of the management plan to **achieve the objectives of the proposed project on time** and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks (up to 10 points); and
- 2) The **adequacy of mechanisms for ensuring high-quality products and services** from the proposed project (up to 10 points).

SELECTION CRITERIA

F. Quality of the Project Evaluation (Up to 10 Points)

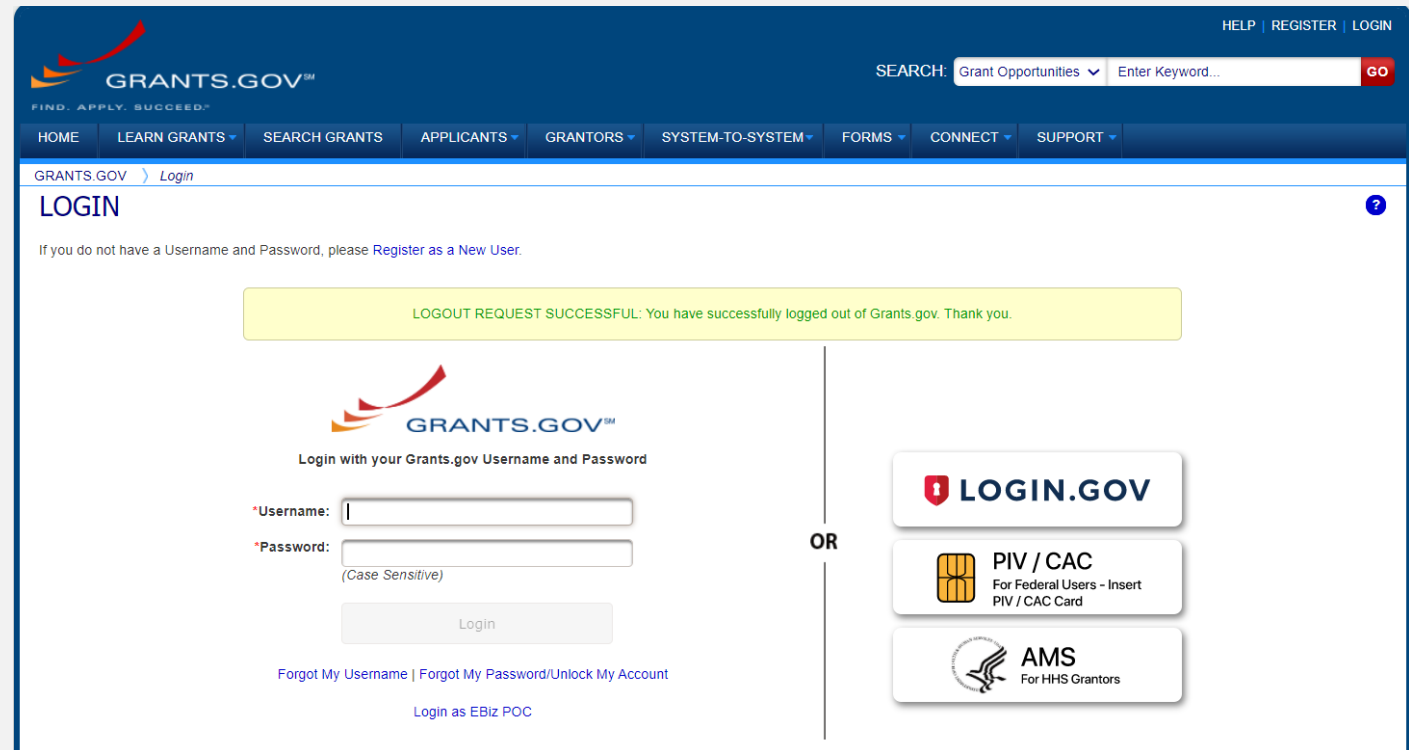
The Secretary considers **the quality of the evaluation to be conducted** of the proposed project. In determining the quality of the evaluation, the Secretary considers **the extent to which the methods of evaluation will provide valid and reliable performance data** on relevant outcomes.

APPLICATION PROCESS

GRANTS.GOV

Applications for this competition must be submitted electronically using the **Grants.gov** federal government application site.

The direct link to the ANEP FY2021 Competition on Grants.gov can be found [here](#).



The screenshot shows the Grants.gov website's login interface. At the top, there's a navigation bar with the Grants.gov logo and tagline "FIND. APPLY. SUCCEED.™". To the right of the logo is a search bar with a dropdown menu set to "Grant Opportunities" and a "GO" button. Below the navigation bar is a horizontal menu with links: HOME, LEARN GRANTS, SEARCH GRANTS, APPLICANTS, GRANTORS, SYSTEM-TO-SYSTEM, FORMS, CONNECT, and SUPPORT. The main content area is titled "GRANTS.GOV > Login" and "LOGIN". A message states: "If you do not have a Username and Password, please [Register as a New User](#)." A yellow banner displays a success message: "LOGOUT REQUEST SUCCESSFUL: You have successfully logged out of Grants.gov. Thank you." Below this, the Grants.gov logo is shown with the text "Login with your Grants.gov Username and Password". There are input fields for "Username:" and "Password:" (with a note "(Case Sensitive)"). A "Login" button is positioned below the password field. Links for "Forgot My Username" and "Forgot My Password/Unlock My Account" are provided. A "Login as EBiz POC" link is at the bottom. To the right of the login fields, separated by a vertical line and the word "OR", are three alternative login options: "LOGIN.GOV", "PIV / CAC" (For Federal Users - Insert PIV / CAC Card), and "AMS" (For HHS Grantors).

REGISTERING AN ORGANIZATION

To be able to submit applications in grants.gov, your organization must:

1. **Verify DUNS:** Obtain or confirm your DUNS number [using the Dun & Bradstreet website](#).
2. **Register with SAM:** As soon as possible, ensure that your organization has an active UEI (Unique Entity Identifier) number in the [System for Awards Management \(SAM\)](#). This may take anywhere from one week to several weeks to process. The Department also has a SAM Tip Sheet [available here](#).
3. **Register with Grants.gov:** If you have not done so already, [create an applicant user account](#) in grants.gov.
4. **Add Profiles:** Once your organization's SAM registration is active, the UEI data will transfer to grants.gov. This usually takes 24-48 hours. Then, you need to add your organization profile to your applicant user account, using your UEI number. [Detailed steps on adding a profile can be found here](#).

COMPLETING AN APPLICATION

Application Workflow for Organizations



Workspace is the standard way for organizations or individuals to apply for federal grants in Grants.gov. Workspace allows a grant team to simultaneously access and edit different forms within an application. Plus, the forms can be filled out online or offline — your choice.

Grants.gov Workspace also allows applicants and organizations to tailor their application workflow.

COMPLETING AN APPLICATION

There are three approaches that organizations can take when submitting an application:

Basic	Intermediate	Advanced
<ul style="list-style-type: none">+ Best for organizations with 1-2 registered Grants.gov users+ Application forms are downloaded and emailed to collaborators before being uploaded back to the workspace <p>LEARN MORE ></p>	<ul style="list-style-type: none">+ Best for organizations with 3-5 registered Grants.gov users+ Applicant teams are typically comprised of an AOR who submits, as well as a Workspace Owner who oversees form completion <p>LEARN MORE ></p>	<ul style="list-style-type: none">+ Best for organizations with external Grants.gov users, such as consultants+ Workspace Owner manages form access+ Workspace Owner adds subforms <p>LEARN MORE ></p>

More information on using Workspace, as well as an instructional video, [can be found here](#).

REQUIRED FORMS

Mandatory Forms

- **Preliminary Documents**

- ☒ Application for Federal Assistance Standard Form (SF-424)
- ☒ ED Supplemental Information for SF-424

- **Budget Information**

- ☒ ED Budget Information for Non-Construction Programs (Form 524)
- ☒ Budget Narrative Attachment Form (submitted as a PDF)

- **Abstract**

- ☒ ED Abstract Form

- **Narrative**

- ☒ Project Narrative Attachment Form (submitted as a PDF)

REQUIRED FORMS

Mandatory Forms (Continued)

- **Other Attachments Form (all below submitted as a single, flattened PDF)**
 - ☑ Individual Resumes for Project Directors and Key Personnel (required)
 - ☑ Copy of Indirect Cost Rate Agreement (if applicable)
 - ☑ Letters of Support (if applicable)
 - ☑ Charter or Sanction Documentation (required)
 - ☑ MOU/MOA or Consortium Agreement (required for all group applicants)
- **Lobbying Disclosure**
 - ☑ Grants.gov Lobbying Form
- **GEPA Statement**
 - ☑ General Education Provision Act (GEPA) 427 Form

OPTIONAL FORM

Optional Form

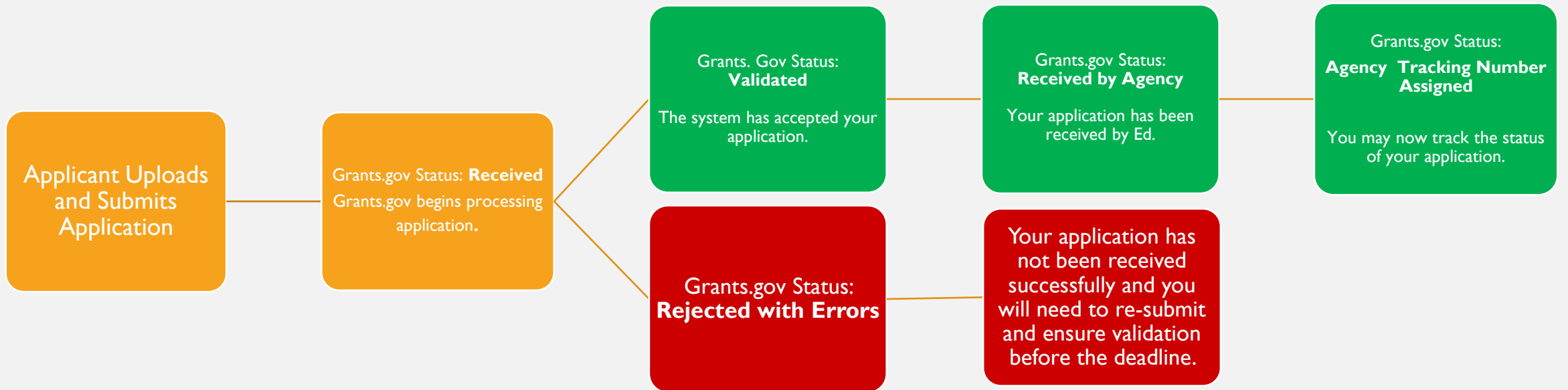
- **Disclosure of Lobbying Activities**
 - ☒ SF-LLL Form

APPLICATION NARRATIVE

The application narrative is where you, the applicant, address the selection criteria that reviewers use to evaluate your application. We recommend that you (1) limit the application narrative to **no more than 30 pages** and (2) **use the following standards**:

- A “page” is **8.5" x 11"**, on one side only, with 1" margins at the top, bottom, and both sides;
- **Double space** all text in the application narrative, including titles, headings, footnotes, quotations, references, and captions, as well as all text in charts, tables, figures, and graphs;
- Use a font that is either **12 point or larger** or no smaller than 10 pitch (characters per inch);
- Use one of the following **fonts**: Times New Roman, Courier, Courier New, or Arial.

WHAT HAPPENS AFTER I SUBMIT?



TECHNICAL NOTES

Attaching Files:

- ANEP recommends that you submit all application attachments as single, flattened PDF files. To verify the compatibility of your Adobe Acrobat Reader software, [click on this link](#).
- Grants.gov cannot process an application that includes two or more files that have the same name.

DUNS Number:

- To submit successfully, you must provide the DUNS number on your application that was used when you registered as an Authorized Organization Representative (AOR) on Grants.gov. This DUNS number is typically the same number used when your organization registered with the SAM (formally CCR - Central Contractor Registry).
- If you do not enter the same DUNS number on your application as the DUNS you registered with, Grants.gov will reject your application.

MORE RESOURCES

- [Grants.gov Applicant Training Videos](#), including instructions on registering, creating a workspace, and assigning user roles
- [Applicant FAQs for Grants.gov](#)
- [Explanations for Common Error Messages](#) found on Grants.gov
- [Clickable infographic](#) for the Grants.gov application workflow
- **Grants.gov Contact Center:** 1-800-518-4726 or support@grants.gov

SUBMITTING EARLY

- **We strongly recommend that you submit your application early**, in order to address any issues that may arise if Grants.gov rejects your uploaded application.
- Once the Department of Education receives your application from Grants.gov, an Agency Tracking Number (PR/award number) will be assigned to your application. You may the status of your application by entering your submission's tracking number [here](#).

HAVING TROUBLE?

- If you have problems submitting to Grants.gov before the closing date, please contact **Grants.gov Customer Support**:
 - Call 1-800-518-4726
 - E-mail support@grants.gov
 - Create a ticket in the self-service portal or search the knowledge database. [Both are available here.](#)

ANEP CONTACTS

- Almita Reed, Program Manager, ANEP
- Alexis Kedo, Education Program Specialist, ANEP

OESE.ASKANEP@ed.gov